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BRIGHT little boy was telling his mother of his experiences of the first day in school. "Why, our teacher don't know nothin'," he said, "she asks us all the time. She even wanted to find out of me what a cow was and I told her it was an animal that eats grass. And then she wasn't satisfied, and me, and Lil, and the other boys and girls had to tell her lots o' more about it. And when we didn't know any more, she made us draw cows on the slate, so she could see how they looked. Mine was a dandy. I'll show you how I made it." That boy had a good teacher who knew how to set the children to thinking. Her guiding hand was so wisely hidden that the little ones believed they were the ones who were doing the leading. That is the secret of getting the greatest amount of self-activity in a primary class. It is not necessary to play the role of an inquisitive ignoramus, a "let us learn" will answer. A continual "I will teach you this," "I will show you," etc., deadens the pupils' self-activity. The I (with a big capital) certainly knows more than the children, else she would not be put there to teach them. But the more it is hidden, the better for the mental growth of the little ones.

Mr. Page in his admirable work entitled the "Theory and Practice of Teaching," rightly declares that the teacher should first of all examine himself to see what the motive is that leads him to the school-room. Is it the money he shall earn? There must undoubtedly be a consideration of the means of living, but is this the leading motive? If so let the would-be teacher reconsider his decision. For there is no way to give an equivalent for good teaching, and other occupations are more remunerative.

The first thing in the career of the teacher, the first thing in the morning of each day, the last thing as the pupils are departing from the school-room, must be a desire to do good. This must stand out plain and distinct in the teacher's propelling motives to do his distinctive labor. He must cultivate this feeling. He cannot but see that he is exercising a profound influence on the destinies of the children that are before him; he is doing for them a work that will rescue them from poverty, sorrow, and shame. He knows that trouble falls to the lot of humanity and he stands at a point where he is able to rescue them from the moral or physical shipwreck that might otherwise certainly ensue; he is a lighthouse for the little ships that eagerly push out into unknown shores. That he has been of supreme service to the children that assemble with him

daily is his real recompense. If he has the right motive he will consider this as the larger part of the payment for his services.

Let it be borne in mind that the results of the teacher's work are related to the motive; a high motive gives high results; a low motive gives low results. What wonders have been accomplished by men and women who have been actuated by high motives in teaching!

The *Schoolmaster*, London, says that "when we are considering the question of the training of elementary teachers, the first thing to decide is, what are we going to do with them when they are trained?" This is a grave question on this side of the Atlantic, as well as on the other. The large majority of active teachers to-day are not professional. This means that they have never studied the history and science of education. What they know about the subjects of instruction has been picked up in institutes and by private study. In a few instances this amounts to a good deal, but in general, not much. Graduates of normal schools are not always trained; in fact, frequently they are not, for even the best normal school cannot create what is not in germ, at least. So it comes that we have a large number of untrained teachers in active work. When a professional teacher enters a school where the majority of her associates are non-professional, she soon finds that her sympathetic support is slight. She is watched with icy eyes, and criticised with merciless coldness, and in many instances is frozen out. The trained teacher has no rights, an untrained teacher is bound to respect. If there is little regard for the trained teacher among untrained ones, what shall we say concerning political boards of education, in whose eyes nothing is valuable unless it shows in it more or less of red tape? The average member of our school boards values the course of study as above all educational price, and correspondingly he values the teacher who follows it. This the trained teacher will not bind herself to do. She follows psychological laws rather. Altogether the question of the *Schoolmaster* is pertinent, and withal one of the most important that can be asked just now.

It will be said by many a teacher, "If we turn aside from reading, writing, and arithmetic and take up minerals, gymnastics, botany, and object lessons, the school will fail; at least I will be considered a poor teacher." But it is earnestly believed that if the pupils are rightly taught they will be got into such a state of mind that they must, and will, have more than reading, writing, and arithmetic. In other words it is believed that these are but modes of recording and expressing knowledge. The pupil really comes to gain and organize knowledge of people, earth, and things (mainly); he needs to know how to read, write, and compute in order to acquire and organize his knowledge.

## Miss Perkins' Visit.

By MARY MARGARET REDFIELD.

Miss Perkins rose early and dressed with extreme care one February morning, and at just five minutes of nine o'clock, with a beating heart, mounted the steps of a large public school building in the western part of the city and rang the bell. A pretty golden-haired girl responded and courteously conducted her to No. 1. Here she found a sweet-faced girlish looking teacher tripping about among her little ones and speaking to one and another in a voice charmingly sweet. "Now you may count," said she when the last pair of little hands were quietly folded. Very earnestly the little folks counted those present. Forty-three proved to be correct.

When the prayer had been repeated, phrase by phrase after the teacher, the children sang:

"You must shine,  
You in your little corner and I in mine,"

Where do all the daisies go?" and "Come little leaves." Miss P. smiled to think how fond her own school were of those very songs. Five little boys stood for squirrels while the children at their seats recited a merry verse ending with "Bang! went the gun," and a clap which sent the squirrels scampering to their seats. This was followed by a similar play in which the girls acted the part of mice and ran from an imaginary cat.

Now the little folks were ready for work. All went quietly to the blackboard and sang softly, "Down, up; down, up;" as they lightly traced the oval. "Very nice," thought the visitor, "but oh! my rough blackboards!" Next came a number lesson. While the first and second classes were busy with building blocks and puzzle pictures—the latter such as Miss Perkins had herself made for her little folks,—the third class crowded around the table for a number lesson. "It seems almost as if I were hearing myself talk," thought Miss P. as she watched and listened,—"only my voice isn't sweet, and I never thought of beans. I have acorns, horsechestnuts, buttons, splints, and paper disks. Well, these children will certainly know beans." The beans were made to do duty as rabbits, chickens, cats, dogs, and candy, and seemed to answer every purpose. The visitor concluded that they were quite satisfactory, as the children became convinced in a short time that five less five are nothing. By the time the second class had come to the conclusion that there are six ones in six, Miss Perkins thought it time to proceed, and, sincerely expressing herself pleased with No. 1, went across the hall and knocked timidly at No. 2's door.

In No. 2, a class at the table were discovering that  $9+5=14$ . After recess and the restoration of perfect order, a small boy was requested to draw a square on the board in view of the entire class. This he did very neatly and satisfactorily. "Now," said the teacher, "who will draw for me a picture in the *north* part of the square?" A little girl was quickly chosen who drew a house with great deliberation. "Very well done," said the country school ma'am to herself; "but I should call that the *upper part* of the square." Pictures were then drawn in the "south," and "east," and "west," of the square, each little artist stating in what part of the square he had drawn his picture.

I suppose this is in preparation for a plan of the school-room," thought Miss P. "I hope the children have the cardinal points so well learned that they won't think north is toward the zenith, and south under their feet."

The teachers in Nos. 1 and 2, showed with justifiable pride some pretty valentines made by their little pupils the day before. "Why didn't I think of that?" said Miss P., to herself, "and let my 23d class make some, when I had paper-folding last Friday? They're just made of folded squares, corners folded to the center, then caught together with a little gilt heart. The square is then cut from the center, on the diagonals, and folded back, and a picture is pasted inside."

In No. 3, the windows were open and physical exercises interspersed with giggles by the pupils were going on. It was here that Miss P. felt an almost irresistible impulse to shake a certain youth of color to see if she couldn't get the contortions—of his own making—out of his face. But she controlled herself, and, after witnessing a drill on the multiplication table, "6 times," went on to No. 4. Here a class was at work at the blackboard. They were doing examples in short division, and, as the subject was not especially new to her she took the time to look about the room. It was an exceedingly pleasant place, and she contrasted it mentally with her own low, dark little school-room at Jones' Farms. "But, after all, mine looks almost as homelike since I put the dogwood border on the boards and tacked up the pictures." The visitor saw a hideous valentine, a drumming pencil, and three or four whippers, which apparently the teacher didn't see. But that was a comfort. "Boys are the same in city or country," was her thought. After a plain written spelling lesson the school closed for noon intermission.

Miss Perkins went to Cousin Sophia's to dinner, and after resting awhile, for her head ached, she went back to the school and bravely began where she had left off.

The first exercise in No. 5 was a drawing lesson. Each pupil was provided with a sheet of brown paper and a pin. The children were then directed to lap the ends of the paper an inch and pin them together, thus forming a *cylinder*. The term *hollow cylinder* was brought out, and the various appearances, at level of the eye, below the level of the eye, etc., were studied. A few drew the cylinder on the blackboard; the rest drew on paper. Miss Perkins was much interested, though this was not entirely new to her, since she had seen a similar lesson in THE SCHOOL JOURNAL. Next there was a music lesson, singing and dictation.

A young lady who had been sitting quietly behind the desk now stepped forward and conducted physical exercise. In this instance there was not a giggle; every one was in earnest.

Though she had become quite attached to No. 5, the visitor passed on to No. 6 to hear a class read. This lesson finished, the pupils, balancing books on their heads, marched, in perfect time, about the room, the boys whistling, the girls humming, "Tramp, tramp, tramp." The marching over, another class was called, and had just taken their places when a benevolent-looking gray-haired gentleman, whom Miss Perkins correctly judged to be the principal of the school, entered the room and inquired if any there had not yet been examined in reading. There were six luckless youths. They read a paragraph each, evidently too much embarrassed to do themselves or their teacher credit. Miss P. could hardly believe that the principal with his kindly manner produced such confusion. "Could it be the plain country school ma'am?" Anyhow she had better go on now to No. 7.

No. 7 was a pleasant room with a charming teacher, and the children seemed to be enjoying their reading. But the country school ma'am was not the only visitor here. Somebody's little sister was quietly drawing pictures on the blackboard, and furnishing amusement for a few wandering eyes. And—and—Miss Perkins could hardly believe her eyes. Some one threw a paper wad—just one.

Her last half-hour was spent in No. 8, where the pupils were reading a "cut up" story. The bright teacher showed the visitor how the story was so arranged in sections as to be conveniently cut apart, giving each pupil a paragraph. These she had pasted on cardboard and distributed, first having written the difficult words on the blackboard and drilled the school upon them. "How strange that I have been doing this very thing for two years," said to herself the country school ma'am.

Miss Perkins buttoned her Jersey jacket, made her adieux, and hurried to the train, tired but not unhappy. "I cannot do my work just as they do here," she said, but thanks to THE SCHOOL JOURNAL, I'm not so far behind the times after all."

## Mental Processes and Numbers.

There are five processes of thought which are represented in numbers.

1. Uniting several numbers of things to obtain the number of units in all of them. The type problem is, "Four hats and five hats are how many?"

2. Separating a number of things into two parts when one part is given. The type problem is, "Nine hats less four hats are how many?"

3. Uniting several equal numbers of things to find the number of units in them all. The type problem is, "Four hats are on each of three tables; how many in all?" (As the multiplication table teaches the uniting of all equal numbers under 12, another type problem is given):

"There are 24 hats on each of 7 tables; how many in all?"

4. Separating a number into equal parts. The type problem is "Divide 64 into four parts."

5. Separating a number into equal groups, the type problem is, "How many hats at \$3 each can be got for \$45?"

The first process is called addition; the second, subtraction; the third, multiplication; the fourth, division; the fifth, grouping.

**Multiplication.**—In the problem given, the pupil sees that seven equal numbers are to be united; he learns that labor may be saved by writing down one of them; and the number that shows how many are to be added (to help his memory). Then he supposes that 7 fours are equal to 28, etc.

**Division.**—In the given problem the pupil proceeds by the "piece-meal method;" that is, he first cuts 6 into fourths, then the rest, etc.

**Grouping.**—In the given type problem, the pupil sees he will get as many hats as there are groups of \$3 in \$48; he takes the "piece-meal method;" that is, he first finds how many groups of three dollars there are in \$48, and then the rest, etc.

Any one who has watched children will see that they proceed in the two distinct ways as above. If a child is asked to give twelve apples to four persons, he will divide them into four parts; if asked how many persons will get three apples each, he will put them into groups.

The reason that both grouping and division are classed under the latter is that the former is done by the same mechanical process. Divide 81 pears equally among three boys, and how many hats at \$3 each can be got for \$81. Have a similar treatment in the mechanic of thought and with the pencil. In the former you divide one part after another of 81 into thirds; in the latter, you find the groups of threes in one part after another. Now the number of groups of threes is one-third of the number of units; but this is a fact only a mature mind should be required to assent to. So it is best to have the two classes of operations—grouping and division.

It appears then there are but two fundamental processes in *thought* concerning numbers of objects

## WRITING AND SEPARATING.

In practice the former has *two* processes, the latter *three*.

- |             |   |  |
|-------------|---|--|
| Uniting     | { | 1. When the numbers are usually unequal.       |
|             |   | 2. When the numbers are equal.                 |
| Separating. | { | 3. When one part is given.                     |
|             |   | 4. When one of several equal parts is desired. |
|             |   | 5. When the number is to be put into groups.   |

For irregularity in attendance there is but one remedy possible—make the schools so good and so attractive that children will not stay away from them. The effectiveness of this remedy may be shown in not a few ungraded schools in this county. Children must be *drawn* to school, not driven.

—Orville T. Bright.

## School Management. IV.

## FRIDAY AFTERNOON EXERCISES.

With reference to exercises in our rooms, it is well to divide them into two or three sections, and thus afford entertainment to the divisions not participating. This gives two or three weeks, in which they may choose and prepare their selections.

I cut or copy from every paper I read such pieces as may seem suitable for them, and in cases where their *own* chosen verses do not suit me, provide better ones. Sometimes they will bring very pretty articles, taken from some Sunday-school paper, newspaper, or magazine, containing a "children's column." *Mother's* taste has been consulted, and this is, as it should be; but *some* mothers are not very good judges as to the proper material, and their children will bring selections from an old almanac or sensational paper not in any way calculated to elevate them by leading to wholesome thoughts.

So *care* must be taken, that the sensibilities be not shocked. We need variety, but we can have it without vulgarity or profanity.

It should be our aim, to make these exercises so interesting, that in their homes, and among the older boys and girls, they will be on the alert for something nice "to say on Friday." They bring their selections to me, to be pronounced "fit or unfit," and a program is arranged with this end in view, namely, that they may look forward to many returns of the happy day.

This improves their reading, for they will "look up" books, and glance over the magazines at home, hoping to see something they like. They sometimes are provided by their parents with "Juvenile Speakers," and such books as "Babyland," "Our Little Ones," or "The Nursery." It gives them greater confidence in themselves, too. This is *one great* argument in favor of "Rhetoricals."

Songs can be found to suit most of our recitations, and, coming between them, enliven the occasion considerably. For instance, a little girl recites a few verses about her "broken doll." We have a little rocking-chair, and placing a little girl in it, with a dilapidated baby in her lap, she sings, "My dolly is dead, My dolly is dead! Oh, send for a doctor to mend up her head!" rocking backward and forward in the intensity of her grief; the school joining in the chorus. Again, if the selection is about *Mother*, we sing:

"I heard a mother singing  
Music soft and sweet;  
Twas 'Father, keep my darling,  
Guide his little feet.'

*Chorus.*—'Keep, oh, keep my darling,  
Came so low and sweet;  
'In the truth, dear Father,  
Guide his little feet.'

Dialogues and "Concert Recitations" can be arranged from little circumstances that occur in our own rooms. Jealousy, dislikes, and envy often come to the surface, and a selection from their "Reader," or some good book bearing upon these unpleasant and sinful exhibitions, produces good and lasting effects. A reading lesson may be changed into a conversation, affording the variety needed in our exercises.

We have our days to honor our poets, as well as our great soldiers. In many poems, the sentimental is conveyed in language beyond the understanding of the little ones. However, we can observe their birthdays, by holding a *conversazione*, in which the child-life of the author is given, and his poems alluded to in some simple way. The "Cary Sisters" are favorites.

"Rain in Summer," composed of eleven stanzas, can be arranged for the same number of pupils, standing in a semicircle, each one wearing a crown with a letter in front of it, sprinkled with "diamond dust;" so, that by the audience, the word "Longfellow" will be plainly read. As there are only ten letters in his name the last verse is recited in concert.

"Christmas Bells" can be given as a concert recita-



tion, the voice trained to suit the sentiment, high and low, soft and sweet.

Our public entertainments are given occasionally, for the purpose of raising funds for new books in our reading-room, or for additions to our philosophical and chemical supplies. In the spring-time we observe Arbor day in an appropriate manner, giving to the tree or trees planted a name unanimously chosen by the pupils.

The W. C. T. U. "Mother Goose Melodies," dedicated to the children of the "Crusade State" by Millie Andrews Bell, and published by Ohio W. C. T. U., Columbus, Ohio, is a useful auxiliary in the primary department, presenting contrasts which lift many poor, neglected little ones into a higher life. From it, public entertainments may be given, resulting in great financial gain.

I give these suggestions, feeling sure that the earnest teacher will find from her *own* resources, many ways to pass a "Friday afternoon," or "exercise hour," superior to my own.

### Children's Lies.

By THEO. B. NOSS, California, Pa., State Normal School.

All phenomena of child-life have interest for the true teacher. The little vices as well as virtues reveal the workings of the mind. The lies of young children may often show but little moral guilt; yet they will always be regarded with apprehension by the wise teacher or parent.

Several months ago, at my request, a member of our senior class began a collection of data in regard to the falsehoods of young children. The following is the report which he submits:

"This study of falsehood in children has been for the most part a direct observation of the children of the model school and of the town for the last five months.

The children were observed in their school work, at their play, along the street, and wherever it was possible to gather material on the subject. Commonplace lies, rather than unusual ones, have been noted and those of ordinary children, rather than of the exceptional. The observations were recorded as soon as possible after they were made. The examples here given are fair specimens of the false statements noted.

It seemed fitting to divide this collection of promiscuous lies into classes according to their motive:

**First, Selfish Lies:** Willie aged nine to Frank aged eleven, 'Give me an apple?' Frank, 'Have no more.' He had two in his pocket at the time. Three out of sixteen children were seen to peep into books in a review in geography. There were three claimants to a paper of very neat writing, when the teacher asked whose it was. A little girl of eight denied positively that there were any freckles on her nose, when it was asserted by another pupil that there were. These lies are among the most common, and are the result of a somewhat biased feeling toward self.

**Second, Boastful Lies:** One girl aged nine said she could run as fast as a man. Another quickly replied that she could run as fast as the train. A boy aged twelve said he could jump over a barrel. 'That's nothing,' replied another of ten. 'I can jump over a house.'

**Third, Lies to Surprise:** A very little girl said that it rained so hard at her house that she couldn't see out of the window. Girl of eight said she saw a pile of earth around an ant's burrow, three feet high.

**Fourth, Lies for Contrariness:** Girl of nine spelled gas with two s's. 'Why, Mary, are you not wrong?' 'That is the way it is in my book.' When shown her own book, she replied; 'Well, I'm sure when I looked before there were two s's.'

**Fifth, Lies for Sympathy:** Nine-year-old boy described untruthfully the way a big boy had treated him.

Girl of eleven told her mother that the teacher had slapped her ears. He had only slightly shaken her.

**Sixth, Gossip Lies:** When the teacher wanted to know which of a large class of small singers had purposely made a very rough sound, one boy, and then several, pointed to one of the best boys in the room.

**Seventh, Opinions set up without direct observation of Facts:** Almost a whole class were unhesitating in the assertion that a bean would shrivel up, if put in water.

**Eighth, Lies to Please:** Boy of ten told a favorite girl, that she had the 'prettiest black hair.' Hair was auburn. Little girl said her teacher knew everything.

**Ninth, Fear of Punishment:** Mother coming home from church: 'Harry, did you eat that pie?' 'No, ma'am.'

Big Brother: 'Now, Harry, you did eat that pie.' 'Yes, ma'am.' Big brother had eaten the pie himself.

**Other kinds Noted:** Those told to help friends out of difficulties, those to hurt others, yarns, etc.

These are but a small part of the examples of observations made; the data here given being of necessity small. Children were seen to be more careful not to make a misrepresentation of facts taken in through senses than older persons. They also give more credit to what others say than do older people.

Girls seemed less worthy of confidence than boys, but they were not so apt to tell careless falsehoods as boys. Many little ones of from six to ten years were seen to be much afraid of making a misstatement of any kind. They use, "I was told so," "I think so," "perhaps," etc., very often.

We feel like discussing this theme a little further.

It seems to us that the first thing to be done in a classification like the foregoing is to separate the untrue statements of children into those which are intended to deceive and those which are not. The boy who said he could "jump over a house," the girl who insisted that there was a doubles when she last looked, the boy who told an auburn-haired girl that her hair was black—these children could hardly have spoken with the expectation of being believed. They probably felt that "a whopper is not a lie."

Having separated deliberate, purposeful lies from fairy tales and honest "whoppers," the motive back of the lie becomes a very serious study. Some of these, even, may be justified in the mind of the child. For instance, one of the false claimants to the pretty specimen of writing may have thought only to balance her profit and loss account, having been deprived of some former credit honestly earned. Others may have been mistaken, and still others meanly avaricious of honor, but unconscious of the real seriousness of that particular untruth, and amenable to a little reasoning.

Lies of cowardice are the most common among children. The little boy who took upon himself his big brother's fault probably did it because he feared the big brother more than he feared his mother.

After these lies of *acquisition* and lies of *avoidance* come two other classes of lies similarly opposed to each other. They are lies of *friendship* and lies of *enmity*.

The lie told to shield a friend is one too commonly condoned, because its motives lie rooted in our better nature and its sanction is the moral thoughtlessness of the liar. It represents a species of loyalty that effectually pleads in extenuation. Nevertheless, it is a lie, and the child should be made to feel that silence is better, that truth is above all things.

The malicious lie is perhaps the lowest descent of human depravity, but even this may be the result of a temporary and abnormal condition of body and mind, and not of the natural fiber of the character. Teachers should hesitate as though a death sentence were upon their lips before pronouncing a child innately wicked.

This communication from Dr. Noss is a contribution to a discussion of vital moment. We should be glad if other leading teachers of the country would similarly state for us the results of their observations in this important matter.

## The School Room.

JUNE 17.—NUMBERS, PEOPLE, AND THINGS.  
JUNE 24.—SPECIAL ANNUAL NUMBER.  
JULY 1.—LANGUAGE AND DOING.  
JULY 8.—EARTH AND SELF.

### Suggestions for a Study of the 15th Century.

By EMMA LEE BENEDICT.

The present year, with the world's thought turning toward the events of 1492, is a good time for studying the 15th century, in many ways one of the most remarkable in history. It was the century of Gutenberg, Martin Luther, and Columbus. White says: "No century had ever witnessed so great a change in manners and position as this. In others there had been a gradual widening out of thought and tendencies, all however subdued by the universal shadow in which everything was carried on. But in this the progress was by a sudden leap from darkness into light."

It was a century of great political changes. During its span Constantinople was captured by the Turks and the Eastern Empire closed; Spain entered upon her brilliant period with the union of Aragon and Castile under Ferdinand and Isabella; Austria rose to power under Maximilian I; the heroic figure of Joan of Arc appeared in France; the War of the Roses began in England.

The various subjects included in the history of the 15th century may be taken up in chronological order, or in the order of contiguity, *i. e.*, proceeding from one character or event to those closely related to it. Beginning with Columbus, an outline of subjects taken in this order would stand something like the following:

#### THE FIFTEENTH CENTURY.

1. Columbus. 2. Ferdinand and Isabella. Union of Castile and Aragon. Fall of Granada. 3. Prince Henry of Portugal. Science of Navigation. Trade with the East (Outgrowth of the Crusades.) 4. Mohammed II. and Capture of Constantinople. Constantine, the last of the Cæsars. Effects of the Fall of the Eastern Empire upon Europe. 5. The Cities of Italy. Florence and Savonarola. The Italian Wars. 6. Charles VIII. of France. Condition of France. Mission of Joan of Arc. 7. Maximilian I. of Austria. Relations with Charles VIII. with Italy with Spain. 8. Invention of Gunpowder. Invention of Printing. Martin Luther.

#### HINTS AS TO METHODS.

The first step in teaching history is to arouse curiosity, to give children as keen a relish for the stories of history as they have for other stories.

Interest in history centers around the men and women whose lives and acts have made history, those who have swayed multitudes and shaped the destinies of nations. To make these people live again in the minds of the young, to clothe their dry, dead names with a vivified personality, is success in teaching history.

With some pupils a text-book within reach is enough to awaken interest. With others, special efforts have to be made to arouse curiosity. This may be done by means of a story, followed by questions. The story may be read as a *story*, not as something to do them good—to say this often defeats the end.

#### STORIES SUGGESTED.

##### Prince Henry of Portugal.

There was once a prince who lived at a time when very little was known about navigation; when seamen were afraid to venture out of sight of land and thought whoever passed beyond Cape Bojador would never return.

At that time the republics of Venice and Genoa were engaged in a thriving trade with Asia, carried on over circuitous inland routes, but so profitable that the merchants engaged in it lived like princes and their cities grew rich and powerful.

The prince desired that his countrymen should have a share in this money-making trade, but as they were shut off from the inland routes they would have to go by water. In order to do this they must know more of the science of navigation.

The prince, who had chosen for his motto "the talent to do good," left his court for a country retreat near the ocean, where he established a naval college and observatory, invited there eminent men of science and devoted his time, talents, and fortune to perfecting the science of navigation and educating his countrymen therein.

He did not live to accomplish his object, *i. e.*, to establish a prosperous trade between his country and Asia by way of the sea; but as a result of his labors his countrymen became famous navigators. Enterprising young men from all parts of the world came to their ports to learn their art. And among them came Christopher Columbus who, but for this prince, might never have gained the knowledge or obtained the seamen that enabled him to sail west until he discovered a new world.

Books may be named that will contain information, histories and Irving's Life of Columbus, etc. At a proper time questions will follow.

**Questions.**—1. Who was this prince? What court did he leave and where did he establish his college and observatory? 2. What influence did his enterprise have upon his countrymen? 3.

To what besides commerce did these early navigators turn their attention? What were the results? 4. How did Columbus come into possession of maps and charts describing the routes of some of these early navigators? 5. What traits in the prince's character were especially commendable? 6. Where was Cape Bojador? 7. Why were Venice and Genoa called republics? 8. Mention some of the goods brought into Europe from Asia by these Italian traders. What made the trade such a profitable one? 9. Trace the route over which these goods were brought from starting point to destination.

(In addition to the usual text-books on general history see Irving's life of Columbus.)

When the investigation is completed let the whole subject be reviewed in a written exercise.

##### Florence and Savonarola.

During the flourishing period of a certain city in Italy vice and corruption abounded in both church and state. The government was nominally a republic but the city was virtually ruled by a wealthy family who took advantage of the weakness and ignorance of the people to secure their own ends.

At this time (two years before Columbus sailed from Palos on his first voyage) a humble Dominican friar began preaching in one of the principal churches of the city. The burden of his sermons was the reformation and renovation of the church and the world. He prophesied that the city would be scourged because of its sins and called on all men to repent and lead holy lives. He spoke boldly against the sins of the rulers and would neither be bribed nor threatened into silence.

The people crowded to hear him in great numbers. His influence increased. By his advice the citizens revolted from the ruling family and established a more truly democratic government. When the king of France entered their city with their deposed ruler and tried to secure from them a dishonorable treaty they refused. When the king said, "Then we will sound our trumpets" a citizen replied, "Then we will ring our bells."

When danger threatened the city the new rulers sought the aid and advice of the friar and he was able to guide them out of their difficulties. He continued to exhort them to lead holy lives and forsake vanities, and prophesied many things which shortly came to pass. The whole city was moved by his preaching. Many brought their ornaments and fancy clothing to be burned in one great pile. But his austere preaching roused enemies who united with members and friends of the deposed family and with jealous officials in the church and persuaded the Pope to forbid his preaching. The friar obeyed for a time but when new dangers threatened the city he again entered his pulpit and preached powerful sermons, exhorting the people to hold fast to their liberties and holy living. This further enraged his enemies and they procured a sentence of excommunication against him. Obtaining places of power in the government, they misrepresented the friar to the people and turned them against him. Then when they no longer feared the anger of the people they arrested the friar, tried him on false accusations, tortured him, and put him to death.

After the friar was dead the rulers he had warned the people against returned to power, and their cruelty and corruption at last caused the city to decline.

**Questions.**—1. What city was this? What was the name of the family who ruled the city for a number of years? Who was the friar? In what church did he preach? What king of France entered this city at this time? Why did he come? What did he demand? What was the name of the man who replied "Then we will ring our bells"? What would have happened had the bells been rung? On what occasion did the "burning of vanities" take place? By what means were the people led to lose their faith in the friar? What befell the city after his death?

For reference, in addition to general histories, see Clark's "Life of Savonarola."

As each separate subject is developed the teacher will give it its setting among the others previously studied, the student must see as on a panorama the persons and events that were contemporaneous; the relation of events must be shown. There will be a need of well selected reference books.

## Talks with Pupils.

### LABOR AND WAGES.

The country to which we are most closely related is England. I want to tell you something about this country not found in the geographies. The government has attempted to find out how many work and what they get for working. You must bear in mind that the world lives by work; you are now preparing for work—perhaps some think they are working harder now than they ever will again, but that is a mistake.

There are at work in England, Ireland, and Scotland in round numbers, 7,300,000 men, 2,500,000 women, 1,700,000 males under 15 years of age, and 1,200,000 girls, a total of 12,700,000. In all there are 33 separate occupations, the higher grades of clerks and special workers as teachers and preachers, lawyers, etc., are not classified. The total amount of wages paid yearly in those 33 occupations is about \$3,165,000,000 or about \$220 to each man, woman, and child.

The average wages of men in the thirty-three occupations was \$320 a year; of women, \$167 a year; boys, \$115 yearly; girls, \$90 a year. In domestic service the wages is \$200 a year, while in other employments it is only \$160 a year.

The savings of the working classes amount to 30 million dollars, but as there is an equal amount put in various societies the savings may be counted as 60 millions. The total annual in-

come of England, Ireland, and Scotland is about 70 billions, and out of this the estimated savings amount to 12 billions.

In 1891 the loss of wages on account of strikes and lockouts was quite 7½ millions. Out of 13 millions of workers, less than a million belong to the trades unions; yet the strikes of these affect the whole and cause loss to the whole.

Fifty years ago nearly half the working class were agricultural laborers. Now they are less than one-fifth, possibly only one-eighth.

The number of immigrants who came to great Britain in 1891 intending to stay in the country was 21,000, including a great many Russian and Polish Jews. England does not want immigrants of any kind; our country draws the line on the Chinese.

## Fostering Investigation.

By WEBB DONNELL.

Anything that will set school children investigating along lines where useful information may be gained, is certainly highly desirable for the teachers' use, for at best there is still too little in our present plan of teaching to lead children to become independent searchers after information—too much, perhaps, of drinking from the cup of knowledge that is carefully held to their lips, and too little of going out to find the springs, from whence its contents came. As a means of fostering desirable independent investigation on the part of school children, I would suggest that use be made in schools of some of the very excellent "suggestions" that the *Youth's Companion* has been publishing at the head of one of its columns for more than two years, and that these be taken as patterns by which other and original "suggestions" may be fashioned by the teacher himself for the use of his pupils, adapting them as to simplicity or difficulty according to the ability of the pupils. For the benefit of those who do not have the *Companion* at hand, a considerable number of similar "suggestions" are given herewith, none of which have been published before this. It will be seen that the subjects that can be treated in this way are almost numberless. Timely topics can thus be brought up and matters of local history and interest.

Where school or public libraries are accessible to pupils a great deal of the information called for may be gathered from them. But even in schools where these conveniences are unfortunately not at hand it is still possible to make use of this idea, for individuals are almost always accessible one of whom may be able to furnish one piece of information desired and another may be able to furnish the information called for in another question. It is to be remembered that the value of all this is not simply the gaining of some specific knowledge—it is rather the inculcating of habits of original search for information, and habits of self-reliant seeking after knowledge, which is properly one of the most important ends of education.

The exercises that are given herewith are not necessarily to be followed in their entirety. They may, however, prove suggestive in the fashioning of similar exercises.

### FOURTH OF JULY.

- Who wrote the Declaration of Independence?
- How many signers had it?
- What was the origin of our flag?
- When did our modern celebration come into existence?
- What materials are used to give the brilliant colors to fire-works?
- What was the origin of fantastic parades?

### SALUTATIONS.

- Study some of the Bible Salutations.
- What is the probable origin of the custom of shaking hands?
- What are the different military salutes?
- Study some greetings of various nations.
- What is the special characteristic of the salutations, in the East?
- Can you find the curious Siamese custom?

### TEMPERANCE.

- When and where was the first temperance society formed in this country?
- What is meant by high license?
- What state first adopted prohibition?
- What states now have prohibition laws?
- What was the women's temperance crusade?
- Who have been our best known temperance workers?
- What bodily ills are induced by intemperance?

### EXPLORATIONS.

- What evidences are there in New England of white men before Columbus's time?
- What noted exploring parties have searched for an open Arctic sea?
- What is known of the Antarctic ocean?
- What explorers have penetrated the interior of Africa?
- What portions of the earth have not yet been visited by white men?

### VOTING.

- What qualifications must a voter have, in your state?
- How can foreigners gain the right to vote?
- Is this requirement regarding foreigners the same in all states?
- What is the Australian ballot system? Where first introduced in America? Is it the same in all states?
- Where and for whom can women vote in the United States?
- Do you think they should have equal voting rights with men?

### CITIES.

- How does a city differ from a large town?
- How are cities governed in America?
- Have city governments changed since the founding of the first city?

What is the significance of the word metropolis?  
What is meant by the "freedom of a city"?  
What buried cities have we records of?

### GOVERNMENT DEPARTMENTS.

1. What is the president's "cabinet"?
2. What men are in it?
3. What matters come before the state department?
4. In what different ways are postmasters appointed and paid?
5. What varied interests are cared for by the interior department?
6. What is meant by "Civil Service Reform"?
7. How far has that reform been carried?

[Sets of questions on other subjects will appear from time to time in their appropriate departments.]

## Recalled to Mind.

Poets who have written much, often have the experience of coming on a line of their own which they do not recognize, but which they sometimes profess themselves, in all honesty, to like. John Eagles was an Englishman of scholarly acquirements and a most accurate and wonderful memory.

He was also a writer of verse, and would probably have said that he had written nothing which he could not remember had not experience proved that he, as well as others, could be caught temporarily napping.

One day Mrs. Crosse, the wife of the celebrated electrician, sat talking to Mr. Eagles, and reading from time to time bits from a book of poetical extracts. At length she came to one of his own sonnets, and began reading it, with the comment that it was a special favorite of her own.

"Have you heard this before?" she asked.

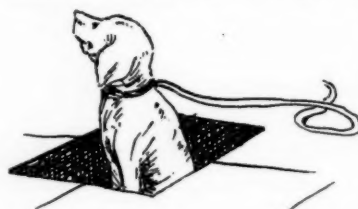
"Never," was his prompt reply; "but go on. I like it."

When she came to the seventh line she made a mistake. A word had been changed in copying.

"Stop!" cried the author. "That's wrong. 'Ev'n in the busy mart of men,' not 'heart.' Why, bless me," he added, with a sudden realization of the truth, "they are my own lines!"—*Ex.*

## An Information Story.

There is an electric lighting company in England that employs a dog as a regular laborer. They construct underground culverts through which they conduct a long copper strip. These strips are laid four abreast and supported by transverse bars, ten yards apart. The culverts do not admit of the passage of a man, and the problem of laying the strips, which run in lengths of 100 yards, was a serious one, until Strip, the terrier was taught to assist.

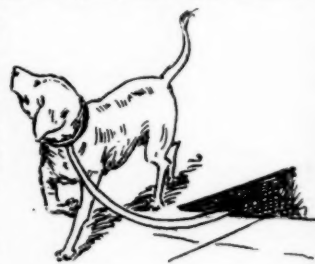


The task of the dog is to carry the end of a rope through the culvert, jumping over every bar and avoiding any twist of the rope he is carrying with the

one, two, or three strips in the same culvert. The copper strip is attached to the other end of the rope and carefully drawn through by the workmen. Of course a twist among the strips or the passage of a strip under instead of over a bar would render the work useless. Strip never cheats her master, but performs her task faithfully in the dark, where no eye can see her. She is so careful that she never makes a mistake, now that she thoroughly understands what she is to do. The company (it is the Crompton Electric Lighting Company) employs her in both London and Brighton and pays her good wages.

QUESTIONS.

- In what country is Strip at work?
- What is a culvert?
- About how long is each of the strips?
- How many strips are laid abreast?
- How are they supported?
- What is the meaning of transverse?
- How far apart are the transverse bars?
- What does Strip carry through the culvert?
- How does she pass the bars?
- What mischief would result if she should run under the bars or some of them, instead of jumping over?
- Can you suggest how she could be made to understand that she must never run under a bar?
- Is there anyone in the culvert to watch Strip?





What moral quality does her conduct prove her to possess in a high degree?

Is man the dog's superior in everything?

What do you suppose Strip does with her wages?

Suppose she should spend them in riotous living—leave work and devote herself principally to eating—what would be the consequences to her?

Which is better, a life of pampered selfishness or a life of contented industry?

## A Lesson on Candle-Making.

By E. E. KENYON.

(Adapted to interest and instruct several primary grades at once.)

Little Nanny Netticoat,  
In a white petticoat.  
The longer she stands,  
The shorter she grows.

Guess me the riddle, children.

Yes, she is a candle, and I have her in my desk. But before I introduce her to you I want you to tell me all you know about her, Maggie?

"It's white and you can light it. There's a wick in it."

She's a wicked young lady, is she. Then we'll have to keep her in bed till she's sorry. Lettie?

"It's a cylinder."

Yes; her body way down to her feet is cylindrical. But how about her head? Maurice? "It's something like a cone." Joseph?

"She has a feather in her cap."

Then her wickedness must be vanity. We must tell her how foolish that is, and burn that feather for her. Sarah?

"It is good to carry down cellar, because it don't explode like a lamp."

Then she is useful. Very glad to hear it. I shall have to take her out of bed pretty soon. Laura?

"It has to have a candle-stick to stand in."

Can't support herself! What a helpless young lady! Hans?

"She is made of fat."

So is little Roley Poley, here. Come, Eddie, and let me put my arms about you. What kind of fat, Hans? "Mutton tallow."

Is that what you are made of, Roley Poley? Do you eat mutton? Eddie only laughs. But, Hans, you and I are not thinking of the same Miss Netticoat. The one I know is not made of mutton tallow. Hannah? "Beeswax."

Not my Miss Netticoat. Edmund? "Spermaceti."

Yes, that is the one. Allow me to introduce her. Now, Miss Netticoat, show the children that you do not need a candlestick. Stand right there, as steadily as you can. Is the riddle true of her now? Florence? "No, ma'am!"

What is necessary to make it true? Winnifred? "Light her—then she'll grow shorter. You'll have to have a candlestick, then, too."

What for? "To catch the melted drops."

Tell me something about the melting. Hannah? "The candle is cold now, and solid. The heat of the flame melts the spermaceti into oil and then the oil soaks up the wick and burns like any other oil."

You are mainly right, but a little bit wrong. The melted spermaceti is not exactly an oil. Who can tell me where it comes from? Nobody? Then I shall have to tell you. It comes out of a cavity in the whale's head, where it exists mixed with oil. It is very carefully separated from the oil, however, in the processes by which it is got ready for the market. It is really a sort of wax. Hans, tell me about your Miss Netticoat.

"My mother says that when she was a girl everybody made their own candles, out of mutton tallow. They took strips of soft cotton and twisted them up for wicks. Then they stretched them out straight and dipped them into melted tallow several times and let the tallow set. When it was hard, they dipped it again several times and kept on till it was thick enough."

How would a candle made in that way differ in form from this one. Hannah? "It wouldn't be quite so round and the ends wouldn't be just so."

Who knows how this perfect shape is given to my candle? Marian? "That candle was made in a mold. They stretch the wick through the center of a hollow cylinder and pour in the melted wax or tallow."

You may pass this around, while we go on talking, and examine the wick. See if you think it is a twisted strip of cotton. Well, Joseph?

"I asked my father, one evening and he told me another way of making candles. He says the wicks are sometimes hung over a basin and melted tallow is poured over them till they are thick enough. The tallow makes the wicks so heavy that they hang very straight. When it is set they roll them on tables to make them smooth. Then they trim the ends and polish them."

Thank you, children. You have made a very interesting lesson. I am sorry the time is up and we cannot talk about how the wicks are made. Now help me make a blackboard skeleton

of it, for you to write from. What is the subject of our composition? "Candles."

What shall we put into our first paragraph? Phoebe? "The parts of the candle—the wick and the body."

I will write that. But do you think that will be enough to make the paragraph interesting? Lucy? "You might tell in the same paragraph what each part is made of."

Very well; and how about paragraph No. 2? Sophy? "That would be the right place to tell about where the cotton and the tallow or wax came from and how they are made up."

Well, Toby? "We told all about cotton last week and about beeswax several weeks ago."

Then you can refer to those compositions, telling what pages they are on, instead of describing the whole over again. Tell only what you haven't told before in the same book. I will write what Sophy said for No. 2. How about No. 3? Albert?

"We might finish up in No. 3—say that candles used to be used altogether before we had electricity and gas and kerosene oil, and that they are only used a little now-a-days."

That is good, but don't you think it would be well to add some reason why they are still used? Marian?

"They are less mussy than kerosene and safer to carry about, and they don't have to be filled. You can't carry electricity and gas around at all, if you want to look in closets and dark corners."

Very good points, but I hope you will get everything in its right place when you write it. Well, Hans?

"I should like to end off with the riddle."

Where I began? You certainly may, if you choose, but I sha'n't put that in as a part of the skeleton. It won't do even for flesh. I think we shall have to call it the top-knot.

Now you may write, children, and when the younger scholars come to a difficulty they may bring it to me. I expect you older ones to consult your dictionaries and get along without much help.

When you have finished, you may turn to your composition on "The Whale" and add the new fact learned in connection with this lesson.

Eddie's class may get clay and make a candle that will stand up as mine does, and a candlestick that will just hold the candle. Then they may go to the blackboard and draw the candle in the candlestick, burning.

### Blackboard outline.

#### CANDLES.

1. Parts of candle—of what made.
2. Materials—where obtained and how prepared.
3. Former usefulness—why still used.

## A Spice-Box Lesson.

By FLORENCE E. STRYKER.

The Object-Lesson class had decided to investigate their mother's spice-boxes. So one morning a pleasant odor pervaded the class-room from the little piles of cloves, mace, pepper, cinnamon, etc., the children had arranged on the teacher's desk. The blackboard was covered with drawings, illustrating the various trees, their leaves, and flowers.

These trees and plants the teacher described, speaking of their colors, size, and appearance. The different varieties of pepper and mustard, ground and unground, were shown and the story was told of the queer old woman in Durham who for years guarded so carefully her secret of grinding mustard and from whom the famous Durham brand is named. They were told that mace was only the crimson skin that covered the nutmeg, stretched, dried, and broken in pieces. One child having sampled a piece, here remarked that "it was pretty 'bitye' like nutmeg."

The teacher made them examine the cloves, mentioning that cloves meant "nails" in Latin, and showing them that each little nail-like spice was the unopened bud of the beautiful spice blossom. When they came to cinnamon the strips of "stick cinnamon" were partially consumed by the class while they learned they were eating pieces of the dried bark of the cinnamon tree.

The allspice berries the children declared tasted more like pepper than anything else, if they were "allspice."

On the map of Asia, the Spice islands were found and the class learned how many every-day spices came far across the sea.

They were told of the famous Dutch East India company and how they used to explore and seize all the spice bearing trees, cruelly treating the poor natives if they attempted to hide away some of the products to sell privately. They heard, too, of the piles of nutmegs and cloves this same company had burned in olden times to keep up the price of the spices they had already sent to Europe. The class were amused by the queer title of "pepperers," once given to all grocers, because they sold spices.

This odorous and pleasant lesson was shown by the reproductions to have been remembered and appreciated. All enjoyed it and some future little housewives repeated it with important pride as they opened the spice-box, the next time they visited in "mother's kitchen."

## Supplementary.

### Under the Pansy.

By ALBERT C. HOPKINS, president of the Pansy Society of America.

*Tune:* "Marching Through Georgia."

- (1) Sound our bright new bugle now, we'll sing another song;  
Sing it with the spirit still that moves the world along;  
Sing it as one voice that sings a hundred thousand strong:  
While we march under the pansy.

#### Chorus.

Hurrah! hurrah! we bring the jubilee;  
Hurrah! hurrah! the flag shall keep us free  
This is our full chorus, from the mountains to the sea,  
While we march under the pansy.

- (2) Our flower of peace is blooming now, in this united land;  
Our song of peace is ringing with a harmony more grand  
Than that our heroes sang in march, when war-notes held  
command,  
Heart's-ease unheeded and trampled.

#### Chorus.

- (3) No more the bugle sounds to arms, the cannons' throats are  
dumb;  
The sabre's clang is silent, with the loud-alarms drum;  
From mountains, forests, prairies, our peace anthems only  
come,  
While we march under the pansy.

#### Chorus.

- (4) Our pansy eyes are shining bright, our heart's-ease holds the  
stars,  
In soft, white arms that, lovingly, embrace the host, and  
Mars  
Sleeps peaceful on her gentle breast, forgot his battle scars,  
While we march under the pansy.

#### Chorus.

- (5) And thus will Johnny Jump-up keep the promise of his  
name;  
The last be first, the lowest take the highest niche of fame;  
The Savior's face is in the flow'r, his love is still the same,  
While we march under the pansy.

#### Chorus.

### Vacation Days.

The school-bell rings with a cheerful sound,  
To hasten the slow, late comer;  
"To-morrow we'll play,"  
It seems to say,  
"Hurrah for the first vacation day!  
Hurrah for a merry summer!"

The faithful bell, now the school is done,  
Must pause in its daily swinging;  
Does it miss the noise  
Of the girls and boys,  
And long to echo vacation joys  
With a peal of its wildest ringing?

Soon, over the country far and wide,  
There are ripples of happy laughter;  
For the children know  
Where the berries grow,  
Where the purling streams thro' the meadows  
flow,  
And the hurrying brooks speed after.

They know where the mountains lift their heads,  
By the great sky-curtain bounded;  
And their voices leap  
To the craggy steep,  
And wake the echoes from out their sleep,  
With shouts that are thrice resounded,

They know where the sea lies blue and calm  
In the bright midsummer weather;  
As they love to stand  
On the shining sand  
Where the tide rolls up—and then, hand in hand,  
To plunge in the wave together.

They love to loiter in leafy woods,  
And list to the squirrel's scolding,  
As they climb to a seat

Near his safe retreat,  
Or fall on a couch, all spicy sweet,  
Of feathery ferns unfolding.

But, by and by, in the autumn days,  
Ere the bee has deserted the clover,  
When the sound of the bell  
Shall rise and swell,  
Will the little folk laugh—now who can tell—  
To hear that vacation is over? —*St. Nicholas.*

## My Hero.

### A DIALOGUE.

By E. W. BARRETT, Lee, Mass.

*Ida.*—Among the many heroes of our late war none stands out more conspicuously on the Northern side than Gen. Sherman. Him do I place higher than all the brave men who fought for the preservation of our Union. If you believe in hero-worship is he not your idol?

*Edith.*—It must be that his recent death moves you to this eloquence. Have you never heard of that flame of fire, the gallant little Phil Sheridan? His very name makes the patriot's heart beat high and, as it were, rolls back the wheels of time a quarter of a century to the stirring scenes in the Shenandoah.

*Ida.*—But the life of Sherman, the purest type of the simple, unassuming soldier is one that excites admiration. I have heard of Sheridan, of his famous ride, and all else that legendary lore circles round his name.

*Edith.*—Legend and story have not exaggerated the truth. If to-day Sheridan should dash through the streets of (local name), mounted on his black charger, sounding the note of warning, do you not suppose that comrades (name well-known G. A. R. men) would spring to the rescue of our country with the same zeal they displayed in years gone by? The magic of his presence would remove the wrinkles from the veterans' brows and fire them anew with the daring that knew no fear.

*Ida.*—Why, I did not anticipate such a reply. I thought we were to have a pleasant conversation on the virtues of Gen. Sherman, but you have quite overwhelmed me with your inspired eloquence, which crowns Sheridan with countless glories. Do you consider him matchless? Do you not suppose that the same comrades of whom you spoke would not prefer to follow Sherman to victory, from the mountains of Tennessee to Atlanta and from Atlanta to the sea, than to listen to the music of hoof-beats as they echo over the pavements for twenty miles and more?

*Edith.*—You must not underestimate Sheridan's work in the valley of Virginia. He appears to his panic-stricken soldiers and with the words, "Turn, boys, turn, we're going back," he brings order out of chaos, and changes demoralized men into soldiers, filled with hope. By some mystical power defeat turns to victory.

*Ida.*—It was a deed that could be achieved by few; nevertheless Sherman attained to greatness by work just as heroic. He did not reach the pinnacle of fame by a single stroke of gallantry. By slow and effective work he laid claim to the highest place. He leaves the mountains of east Tennessee and by skill and stratagem he eludes Johnston, the brave Confederate commander, and clears the way of all resisting forces.

*Edith.*—There is where he differs from Sheridan. With no resistance his soldiers could destroy everything that came in their way. Sheridan always fought his way inch by inch.

*Ida.*—But look at the results. Sherman captured Atlanta and swept like an avenging angel over the state of Georgia, till he reached the surging sea. Nothing is left for the South. The Confederacy, once strong, is but an empty shell.

*Edith.*—This was the time when he sent that famous Christmas present of cotton to President Lincoln, was it not?

*Ida.*—Yes, then he began his northward journey.

*Edith.*—In some respects this wonderful and destructive march resembles Sheridan's campaign in the Shenandoah which he left black and barren and bare, as if no human hand had ever tilled its once fertile fields, and as if the sun would never again revive its ancient splendor. These were thrusts that pierced the Confederacy. Its life's blood was ebbing fast.

*Ida.*—That is so. Both men did the giant's share for native land. I believe to Sherman belongs the honor of receiving the surrender of the tottering government.

*Edith.*—But not till Sheridan like the ever-present and inspiring genius that he was, fought the battle of Five Forks and performed prodigies of valor before the walls of Richmond. He thus paved the way for Sherman.

*Ida.*—From Sherman's character lessons of value may be learned. Although rough and blunt, he was beloved by his "boys." He did his duty by his country and sought no gain. He always declined the public offices and political advantages that were offered him. His love of country and willingness to serve all for it, alone impelled him to great deeds.

*Edith.*—I do not think that either Sheridan or Sherman was a



type of the dignified and arrogant commander. Sheridan always had a cheerful word for his tired soldiers. So much did he endear himself to them that they would go through fire and water at his command. His was a heart full of generosity and sympathy.

*Ida.*—So much of valor, of daring, of love of country, and of devotion to its interests, of true soldierly courtesy, of all the virtues that go to make up my ideal soldier-hero, do these two men possess, I must admit that hereafter mine shall be a double hero, Sherman-Sheridan.

*Edith.*—To me also that impetuous dashing commander to whom fable and story and song will ever cling, and that other profound strategist, loyal, persistent, untiring, both of whose hearts beat in patriotic harmony, both are to me a dual hero, Sheridan-Sherman.

### Before Sedan.

Here, in this leafy place,  
Quiet he lies,  
Cold, with his sightless face  
Turned to the skies.  
'Tis but another dead;  
All you can say is said.

Carry his body hence.  
Kings must have slaves?  
Kings climb to eminence  
Over men's graves.  
So this man's eye is dim;  
Throw the earth over him.

What was the white you touched,  
There at his side?  
Paper his hand had clutched  
Tight ere he died—  
Message or wish, may be;  
Smooth the folds out and see.

Hardly the worst of us  
Here could have smiled;  
Only the tremulous  
Words of a child—  
Prattle, that has for stops  
Just a few ruddy drops.

Look! She is sad to miss,  
Morning and night,  
His, her dead father's kiss;  
Tries to be bright.  
Good to mamma, and sweet.  
That is all. "Marguerite."

Ah, if beside the dead  
Slumbered the pain!  
Ah, if the hearts that bleed  
Slept with the slain!  
If the grief died! But no;  
Death will not have it so.

—Austin Dobson.

### The Brook.

From a fountain  
In a mountain  
Drops of water ran  
Trickling through the grasses;  
So our brook began.

Slow it started;  
Soon it darted,  
Cool and clear and free,  
Rippling over pebbles,  
Hurrying to the sea.

Children straying  
Came a-playing  
On its pretty banks;  
Glad, our little brooklet  
Sparkled up its thanks.

Blossoms floating,  
Mimic boating,  
Fishes darting past,  
Swift, and strong, and happy,  
Widening very fast.

Bubbling, singing,  
Rushing, ringing,  
Flecked with shade and sun,  
Soon our pretty brooklet  
To the sea has run.

—Ellen Soule Carhart.

### Our Flag.

By LETTIE STERLING.

*Tune:* "Wellesley" or "Wilmot."

(A group of pupils may be chosen to sing this song for Washington's Birthday, Memorial Day, or any patriotic festival. The tallest should stand in the middle holding a large flag.)

Sheen of light and curve of breezes  
Mingle with its colors three;  
Every gazing eye it pleases:  
Proud to float it seems to be.

Free as all the air surrounding  
Is the land beneath its folds;  
With the light of right abounding  
Are the snowy stars it holds.

Symbol of the truest justice,  
Symbol of sweet liberty,  
It has been, and so men trust us,  
From oppression hither flee.

Wave thou still our might expressing,  
Might whose only power is right;  
Give the boys and girls thy blessing,  
Teach them all to love thy light.

### Our Presidents.

By J. D. ELDER.

*Tune:* "Yankee Doodle."

George Washington, first president,  
By Adams was succeeded.  
Tom Jefferson was next the choice;  
The people's cause he pleaded.  
Madison was then called forth  
To give John Bull a peeling;  
James Monroe had all the go  
In the "Era of Good Feeling."

'Twas J. Q. Adams then came in,  
And next came Andrew Jackson,  
Who'd licked John Bull at New Orleans  
With such great satisfaction.  
Then Van Buren took the chair;  
Then Harrison and Tyler—  
The latter made the Whigs so mad  
They thought they'd "bust their biler."

We then elected James K. Polk;  
The issue that did vex us  
Was "Shall we fight with Mexico  
And 'take in 'Lone Star' Texas?"  
Taylor then got in the chair,  
But soon had to forsake it;  
Millard Fillmore filled it more,  
Frank Pierce then said, "I'll take it."

Old Jim Buchanan next popped in,  
Abe Lincoln then was chosen;  
He found the current of events  
Was anything but frozen.  
Andy Johnson had a time;  
The Senate would impeach him,  
But as it took a two-thirds vote  
They lacked one vote to reach him.

And now we come to U. S. Grant,  
The man who fought at Shiloh;  
And Hayes, and Garfield who was shot—  
They both came from Ohio.  
Arthur then the scepter held—  
To Cleveland turned it over;  
Ben Harrison sandwiched in,  
And now again it's Grover.

### The Voice of the Leaves.

By SUSIE M. BEST.

All in a night the little leaves,  
Tired of being held in thrall,  
Spake together and thus they said,  
"Let us burst our bonds and bravely spread  
Our gracious green on the branches tall."

All in a night the little leaves  
Did as they planned, and, ere the dawn,  
Every bough that was bare before  
A robe of emerald proudly wore,  
Nor knew the magician that put it on!

## Editorial Notes.

Our next issue will be the Special Annual Number of THE SCHOOL JOURNAL. It will be devoted to the progress of European and American education since the days of Columbus, and a telescopic view of education at the present day. It will be handsomely illustrated with cuts showing old-fashioned and modern ideals of teaching. The World's Fair letter will set forth briefly educational progress in the several states under this government, as shown at the great exhibition, mentioning the most advanced effort of each. Incidentally the number will be enlivened by a poetical reverie on "The Village School-House," from the pen of J. Hazard Hartzell, and a pedagogical story by the author of "Preston Papers."

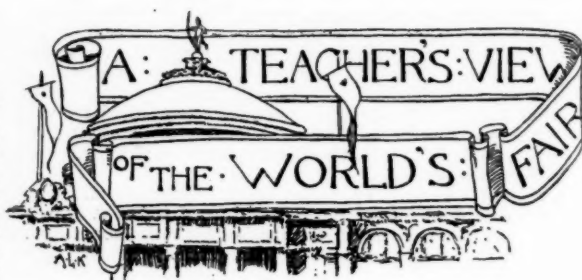
The numerous invitations to college and school commencements now accumulating on the editorial desk are gratefully acknowledged. Let no reader (or non-reader, for that matter) fail to enclose the dainty missive that tells of white dressed girls and manly boys facing an expectant audience of parents. May the day be a propitious one: may everything "go off right"—how much is included in that! May the teacher's work be appreciated; may the pupils have made steps of progress that will only be preludes to larger movements in after years.

A school at Gifford, Staten Island, collected two barrels of wild flowers and sent them to Primary School, No. 49, this city. This is beautiful. It needs but little thought to reveal the two-edged educational value of such an act, blessing giver and receiver alike. No truer charity can be taught than this, nor is there a more effective way of teaching it. To feel for the emptiness of lives not blessed with the pleasures that adorn our own—that is the lesson those country children are learning. To feel that there is a kindness and a true sympathy abroad in this great world which will often seem cold and pitiless—that is the best lesson those wild flowers brought to Nature's little starvelings in the poor ward. Country teachers in the neighborhood of great cities, inspire your children to similar acts. City teachers in need of material for nature study, don't depend entirely upon the window box, but appeal to your rural neighbors.

The Pansy Society of America has for its very laudable object the association of the sentiments of peace and love with that of American patriotism. This it labors to do by urging upon Congress and the schools of the United States the adoption of the pansy as a national emblem. The pansy is put forward as the flower that most suggests culture and the loving harmony in which the citizens of a republic at peace should live. It certainly does seem to suggest both sisterly gentleness, and bright aspiration—else whence came its two popular names, Heart's ease and Johnny Jump-up? The society proposes to place this beautiful emblem upon the national flag, arranging the stars upon its petals. Our Supplementary columns this week contain a poem to be sung by the children while marching under this amended flag.

The financial question, which is of paramount importance just now, should often be referred to in the school, and the pupils encouraged to search the papers for points on the subject. Why was there such a flurry last month when the gold reserve in the United States treasury sank to less than 100 million? When Congress passed the resumption act in 1875 and ordered the secretary of the treasury to sell bonds in order to secure a stock of specie to redeem the legal tender notes, it did not provide how much specie should be held for that purpose. John Sherman, then secretary of the treasury, assumed that forty per cent. of the notes outstanding was not excessive. It was intended to reduce the volume of greenbacks to 300 million, but Congress put a stop to this, and in 1878 fixed the amount at \$346,681,016 at which it now stands. The reserve was therefore increased to between 130 and 140 million. By the act of 1882 the secretary was directed to suspend the issue of gold certificates when the gold coin and bullion fell below 100 million.

The lowest the reserve has been since 1879 was in 1885 when it sank to 116 million and the highest was in 1889 when it rose nearly to 200 million. Since 1889 it has declined steadily on account of (1) the increase of the government's expenses; (2) the large balance of payments which the United States had to make to foreign countries, and (3) the heavy issue of treasury notes under the silver act of 1890. But for the last of these causes the other two would have probably acted less strongly. It cannot be said that the government is in any danger, but it is in the unpleasant situation of a bank with heavy deposit liabilities and very little cash to meet them. President Cleveland is opposed to the law 1890 for the purchase of silver, and announces that he will call a special session of Congress in September when he will undoubtedly recommend its repeal. A majority of Congress is said to favor such action.



## School Exhibits.

### MINNESOTA

devotes one half of her ample space to her four normal schools. Their work is shown in swing frames. Much of the work exhibited is that done under the direction of pupil teachers.

Dr. Rice's article in the *May Forum* will direct attention to the exhibits of Minneapolis and St. Paul. Much prominence is given to graphic lines of work.

Minneapolis uses colored paper in her color study to fix in the pupil's mind ideals of pure colors and their proper proportions; also indirectly to develop an artistic feeling for accuracy and neatness.

The colors are studied first by scaling or arranging them in proper gradations. They are then used in decoration, the pupils in the first school years making the simplest borders and rosettes of their colors and those in the higher grades proportionately difficult combinations.

In drawing, the child is led to represent light and shade in masses only. He is taught to follow the direction of the surface in putting on the shade. In connection with this work, the children are required to do some drawing at home. Specimens of this home work are shown.

St. Paul begins in the kindergarten with pure color study as shown by use of the prism. This is followed by the use of colored papers in every grade. The children handle them, make their own observations, match and compare them, lay the spectrum, and build up an ideal color unit on which the plan for the later work is based.

From simple arrangements of borders and rosettes the sequence is carried to quite elaborate designs and reproductions of historic ornament.

The grammar grades use water colors freely for the work in decoration.

An attractive feature of St. Paul's exhibit is a group of illustrated writings by grammar school pupils. One of these, entitled "Then and Now," shows, in fifteen pen and ink drawings, changes in modes of travel. Others find their topics in civics, history, and geography. Their illustrations are artistic in their execution and placing, and yet the pupil's hand is apparent. In one case one pupil has composed the subject matter, another has copied it, while three others have contributed the illustrations. The result is a very readable article on Japan, leavened with thumb-nail sketches and full-page illustrations that bear the stamp of originality.

### RELIEF MAPS

are not a striking feature of the educational exhibit. But little has been accomplished in this line and the work shown is for the most part crude and inaccurate. It has been demonstrated, however, that much can be accomplished in relief-map work in grammar grades.

St. Paul accompanies a papier-mache relief of South America with these directions:

"These maps were made of ordinary white blotting paper torn to bits and soaked in water for two or three weeks. Every two or three days the mash must be thoroughly stirred. When ready for use whitening was sifted into it—five ounces to the gallon. The mash must be very wet when used. After the outline of the continent is carefully drawn on bleached cloth stretched on a board, the mash is patted into place with fingers. When thoroughly dry it can be peeled off and mounted as desired."

### WOODWORK

in Minneapolis begins in the fourth grade. The earlier exercises are flat work in quarter-inch pine. One hour a week is devoted to the work. The tools used are the knife, try-square, compass, and rule. The models consist of geometrical plinths, match strikes, paper knives, picture frames, with some simple flat carving (no serial arrangement is shown). This work is continued in the sixth grade with the addition of some simple boxes. In the seventh and eighth grades, thicker wood is used and the simpler joints are made.

The first half year of high school devotes three hours weekly to wood work in advanced joinery.

Second half, turnery; three hours weekly.

Third half, wood carving; conventional relief.

Fourth and fifth half years, pattern making; four hours weekly.

Sixth half, foundry work; four hours.  
Seventh and eighth half years, forging and tool making. Followed by machine shop practice, eight hours weekly.

The foregoing complete course is shown in ten plates. A fine exhibit of heavy relief wood carving is shown in connection.

Further, a course in knife work, presumably for the primary, is shown. The models are geometric plinths in eighth and quarter-inch soft wood.

#### SEWING.

To those who advocate sewing as a feature of school work, the Minneapolis course will commend itself by its completeness and systematic arrangement. It covers the fourth, fifth, and sixth years:

##### FIRST YEAR.

###### Exercises.

1. Cutting.
2. Marking.
3. Basting.
4. Basting turned edges.
5. Overhanding.
6. " joining threads.
7. " selvages.
8. " matching stripes.
9. Hems basted.
10. French hems.
11. Pillow case basted.
12. " completed.

###### Applications.

Articles of bed linen.  
Articles of table linen.  
Work-bags.  
Button bags.  
Pin balls.  
Chair scarfs.  
Dresser scarfs.

##### SECOND YEAR.

###### Exercises.

1. Hemming.
2. Hemming square corners.
3. Hemming mitred corners.
4. Running stitch.
5. Running stitch design.
6. Stitching.
7. Back stitching.
8. Over casting.
9. Fell seam.
10. Gathering bands.

###### Applications.

Aprons.  
Cotton dress skirts.  
Articles of underwear.  
Laundry bags.  
Collar and cuff bags.  
Thimble bee bags.

##### THIRD YEAR.

###### Exercises.

1. Button-hole stitch.
2. Button-hole.
3. Sewing on buttons.
4. Patching.
5. Darning on flannel.
6. Stocking darning.
7. Herring bone stitch.
8. Hem stitching.

###### Applications.

Doilies. Button-hole stitch.  
Button holes worked in garments.  
Buttons sewed on garments.  
Table mats; design outlined in buttons.  
Garments patched or darned.  
Stockings darned.  
Darning bag.  
Flannel shirt or handkerchiefs.  
doilies, neck-ties, tray cloths, hem-stitched.

#### GENERAL LESSONS.

##### First Year.

Quotations and songs.  
Quality and uses of cotton goods. Woolen goods.  
Written lesson:  
Subject: The making and care of the bed. Care of the bed chamber.

##### Second Year.

Quotations and songs.  
Quality and uses of woolen goods.  
Written lesson:  
Subject: History of any article made in the course.

##### Third Year.

Quotations.  
Readings of articles relating to the subjects.  
Quality and uses of silk goods.  
Written lesson:  
Subject: Healthful and artistic dress.

A large exhibit of work is shown in connection with the course. Minneapolis shows also a case full of primary clay work.

#### THE WINONA SCHOOLS

show a course of nature study in which seeds, woods, shells, cocoons, etc., are mounted on cards.

In another suggestive device, newspaper clippings are mounted and filed in neat cardboard cases entitled "Bits of Information."

In a similar way, pictures are cut out and classified under appropriate heads, as for example:

- "Poisonous Plants."
- "Swimming Birds."
- "Birds of Prey."
- "The Pink Family."
- "The Cat," (Examples of the feline family.)

#### AN ANIMATED MUSIC COURSE.

The supervisor of music in Trenton\* appears to have taken a long stride toward making music reading interesting to very little folks. A number of her charts are shown, drawn by hand, in which birds and flowers occupy places on the staff instead of the usual characters.

The object of this work is to present music in a most interesting and attractive form and lead the child to become fascinated with

the subject. The illustrated work is used only in the kindergarten classes and in the first few months of the first year.

As soon as the child has become thoroughly interested in the study and has formed the habit of concentrating his entire attention upon the work in hand and has gained the power of producing at once, any tone of the scale upon hearing its corresponding number called, he is placed upon the regular work of the normal music charts and readers, which are used throughout the city schools of Trenton. But throughout the course the work is never allowed to become irksome, for the teachers are directed to, and do, bring to bear upon this work the same educational principles which the progressive, wide-awake teacher calls to her assistance in every other department of school work.

The children are not allowed to catch the tones by imitation. Hence the teacher need not be a singer. They are taught to sing at once, without the help of the crutches "do," "re," "mi," etc., as well as with them. Each exercise is vocalized throughout by use of one syllable, as, for instance, "la," "loo," "bell," "tweet," "mew," etc. Lastly, to each exercise, words are adapted.

This thorough work from the first avoids innumerable difficulties later on, for many people who can sing the syllables fairly well are utterly lost when adapting words, more frequently composing the selection themselves as they proceed, rather than interpreting the music of the composer.

No 1, *The Sunflower*.—This card is used for work in developing intervals of the scales, the teacher pointing to the number corresponding to the tone which she desires the pupils to sing. The sunflowers are so drawn that the center of each corresponds with



the position of the mouth in forming its respective syllable. By having his attention called to the daisy the child learns to open his mouth wide, and at the same time produce a round sweet tone.

Chart No. 2.—In this a house drawn at the left proves to be Dorothy's and one at the right is Johnny's. Between the two yards is a high wall. Dorothy's papa finds a ladder of eight steps by which his little girl is enabled to climb to the top of the wall; all difficulties are overcome!! Dorothy sings as she climbs up the ladder the time which the teacher points. The old hen eyes the ladder and walks up, singing "cluck," as she goes; the bird sings "tweet;" the little dove sings "coo," etc., etc.

Chart No. 3.—Representation of the scale by children on a snow-covered hill; half tones show between three and four and between seven and eight.

Chart No. 4.—The teacher or one pupil plays upon the piano by pointing to the numbers on the key-board. The choir (children) sing. A piano is often made by taking eight children and teacher playing gently upon their heads, while the other children sing.

No. 5.—Children sing from butterflies instead of from notes, the teacher giving the pitch of *do*.

No. 6.—Children sing from buds placed upon the staff.

No. 7.—Engine and cars for interval drill.

No. 8.—Bells for interval work. The clappers of the bells showing the position of the mouth for each syllable.

No. 9.—Cats and spoons for interval work. The bowls of the spoons showing position of the mouth.

No. 10.—Interval work from bells. The teacher pitches *do* for the pupils sometimes high, sometimes low, that they may not grow too familiar with it in any one place.

No. 11.—Interval work from the wash on the line. Teacher also adapts numbers to the accompanying words and pupils think the syllables, but sing the words. In like manner hosts of nursery rhymes are taught.

The series continues through many more numbers. Some of the most striking are:

No. 29.—Illustrated song in two parts. Key of B flat. The bells with ribbons represent eighth notes. Those filled in but without ribbons, quarter notes, and those with the heads left open, half notes.

No. 30.—Illustrated song in two parts. Key of C. Altos sing from the nests. Sopranos sing from the birds.

\* Miss Lottie Gertrude Johnson.



A recent circular, issued by the French minister of education, emphasizes the importance of oral work in the teaching of modern languages, and requires oral tests to be introduced in the future examinations held in secondary schools.

The Alabama Educational Associations will meet at Montgomery, July 5, 6, and 7. An interesting program has been prepared. The several subjects will be presented by educators of known ability and experience. The association is a power down South.

The board of regents of New Mexico have arranged with the university at Albuquerque to hold a summer school for teachers, June 7 to July 21. The instruction will be given by the faculty of the university. There will be thorough reviews in all the branches required for county certificates. Special attention will be given to methods of teaching. Those who attend and do satisfactory work will receive a certificate showing the work accomplished.

The schools of Moscow, Idaho, have taken a good step forward in the past year under the lead of Prin. J. C. Muerman. Over 750 pupils were enrolled. Twelve regular teachers were appointed, salaries ranging from sixty to one hundred dollars per month. Physical culture was successfully carried on. An elegant new brick school building was erected. A teacher's class, organized for the study of the history of education, has been a gratifying success. Mr. Muerman has recently entered upon the duties of deputy county superintendent of Teton county.

Mr. T. F. Donnelly, long connected with the publishing house of A. S. Barnes & Co., and since then an efficient laborer with the American Book Co., has been seriously ill. Mr. Donnelly has made hosts of friends and they will be glad to hear he is improving in health and in a short time will be at his desk again in the office of the American Book Co., ready to give them a warmer shake of the hand than ever. He is now breathing ocean breezes at Babylon, Long Island, and preparing for the fall campaign that will be an active one, to judge by appearances.

A three days' session of the institute instructors of Illinois was held at Springfield, June 6, 7, and 8. It was well attended, and, no doubt, the county institutes as well as the schools of the state will derive much benefit from this gathering of educational workers. The following program prepared by State Supt. Raab was carried out:

Reading—Prof. R. R. Reader; Primary Work: Theory and Practice—Miss Lottie E. Jones; English Grammar—Mrs. Ella F. Young; Applied Pedagogics—Prof. W. F. Rocheleau; U. S. History: Method of Teaching it—Supt. S. B. Hood; Geology in the Lower Schools, and Physics: Method of Teaching—Mr. H. W. Dickinson; Arithmetic—Editor Silas Y. Gillan; Method of Teaching Geography and Geography in its Relation to History—Col. F. W. Parker; Methods of Teaching Penmanship—State Supt. Henry Raab.

Supt. Jno. Terhune, of Bergen Co., N. J., has prepared a report of the observance of Arbor day in his state. He writes:

Notwithstanding the attraction to visit the war ships in the harbor, and to witness the naval parade in New York city, 2,460 visitors and 52 trustees were present in the several schools. This is an increase in attendance over any previous celebration of 948. 115 trees were planted, 75 of which were maple, and 92 flower beds were made and planted. The trees were dedicated as follows: Hon. J. Sterling Morton, 17; Columbus, 13; George Washington and Supt. Terhune, each 4; Gov. Werts, State Supt. Poland, and Longfellow, each 3; President Cleveland, Dr. J. M. Green, Louisa M. Alcott, Lincoln, Grant, and Tennyson, each 2; the remainder were singly to poets, trustees, teachers, and pupils.

\*\*\* The schools were profusely decorated with drawings on the black-board, flowers, plants, and evergreens. \*\*\* The children understand the object and value of the day and exhibit increased enthusiasm at each recurrence. Teachers in 54 of the districts report that the day is rapidly gaining in popularity.

Three of the districts had their planting exercises during the day and deferred the literary part until evening. All three were favored with large audiences. I suggested this idea two years ago, and for rural districts it should become universal. This season of the year is a busy one for farmers, and many residents are engaged in the city during the day. All are at leisure in the evening and cheerfully attend the exercises. It also gives teachers an excellent opportunity to replenish the library fund by collections or admission fees.

### Teachers at the World's Fair.

If teachers intending to visit the World's fair will send at once to D. C. Heath & Co., 355-361 Wabash avenue, Chicago, Ill., a postal card stating: (1) When they will arrive in Chicago; (2) how long they will be in the city; (3) their exact address, giving street and number, or suburban village, as the case may be, then this information will be placed in a book in which the names of teachers are arranged alphabetically, and this book will be kept in the booth of D. C. Heath & Co., in the Liberal Arts building, so that teachers may know if their friends are in the city, and if so, where to find them in case they wish to look them up. Address postal card at once, with above information, to D. C. Heath & Co., 355-361 Wabash avenue, Chicago, Ill.

### University School of Pedagogy.

At the last commencement of the University of the City of New York, June 8,

MOSES BECKER, Jr.,	Flatlands, N. Y.,
ISOBEL CAMP,	Brooklyn, N. Y.,
MAXIMILIAN P. E. GROSZMANN,	New York City,
WILLIAM D. HEYER,	Elizabeth, N. J.,
FREDERICK MONTESER, Ph. D.,	Paterson, N. J.,
ANDREW THOMAS SMITH,	Westchester, Pa.,
FRANK A. YOUNG,	Hackensack, N. J.,

received the degree of Doctor of Pedagogy. All of these persons are active and successful teachers, and have been studying higher pedagogy for the purpose of perfecting themselves in their professional work. This degree is the highest that can be obtained in education. The following teachers received the degree of Master of Pedagogy:

ELMA A. BOURNE,	Brooklyn, N. J.
DAVID BIRDSALL CORSON,	Rahway, N. J.
JAMES M. CRANE,	Newburg, N. Y.
ALICE DAY,	Brooklyn, N. Y.
LILIAN M. ELLIOT,	New York City.
S. JOSEPHINE GENUNG,	Hoboken, N. J.
ELIZA A. HARRIS,	Brooklyn, N. Y.
KATHERINE J. KING,	Brooklyn, N. Y.
ANDREW J. KINNAMAN,	Danville, Ind.
JOHANNO LEO,	New York City.
EDITH O. MARTIN,	Newark, N. J.
JULIA A. MCFARLIN,	Brooklyn, N. J.
MARY F. MORE,	West New Brighton, N. Y.
CATHERINE L. O'BRIEN,	Brooklyn, N. Y.
JENNIE M. SCHOONMAKER,	Brooklyn, N. Y.
IRVING P. TOWNE,	Paterson, N. J.
DORA M. TOWNSEND,	Newburg, N. Y.
HENRY P. VAN LIEW,	Englewood, N. J.

These persons also have been studying higher education for the past three years and are successful school-room workers. What they have received from the School of Pedagogy has increased their efficiency at least fifty per cent. This is the united testimony of all of this year's graduates. The prospects of the school for another year are extremely good.

OUR TIMES makes a new departure this month. The number of pages have been reduced to eight, the price decreased, and the whole paper printed in new and handsome type. Hereafter the paper will be devoted entirely to current events. This number has a very timely article on Spain with portraits of the baby king and Princess Eulalie. There are also portraits and sketches of F. Marion Crawford and Chauncey M. Depew. Then there is an illustrated article describing the preparation of chocolate and cocoa; also an illustrated description of one of the greatest inventions of the century, the "Telautograph." The news of the month has not been neglected, and industrial, scientific and geographical notes appear as usual. It is surprising how much useful matter can be packed in so small a space. In no other paper are the world's doings recorded so concisely.

The Prang summer school for supervisors of art education and public school teachers will be held at the Chicago manual training school, July 31 to August 19. There will be two parallel departments: (a) classes for instruction in technique and methods, (b) conferences for the discussion of questions relating to education, industry and art. Students in the former department will be admitted freely to all conferences. The periods are so arranged as to make attendance convenient to all. Afternoons will be given to visiting the exposition. Special thought will be given to make these visits of the greatest value to the students.

### New York City.

The audience attending the commencement exercises of the Teachers' college was unusually large this year. The number of graduates was seventy-six, all of whom will become teachers; of these fifty-five received certificates, while diplomas were given to twenty-one. Two years ago the number of diplomas was only four.

The Rev. Dr. Amory H. Bradford delivered the annual address. He alluded to the recent change of name of the college from the former unwieldy one, and also pointed out the significance of the affiliation of the school to Columbia college.

There was organ music and chorus singing, but there was no "essaying" by individual students.

Several new appointments to chairs in the college were announced: Frank T. Baker is to be the head of the newly-organized English department. Dr. Arrowsmith is to take charge of the classical department, and to superintend the classical section of the Horace Mann school. John Henry Mason, of Menominee, Wis., has been made associate professor of mechanical arts, and Clarence E. Meleney is to be head of the teaching department, and principal of the school of observation and practice.

## Correspondence.

### The Arts in the Public Schools.

Helen Starrett in the April *Arena* deplores the fact that many of the leading men and women of the labor movement have joined in the denunciation of the so-called fads in the public schools, as it is the children of the working classes that mostly need the refining influence of the arts.

I think the complaint is,—and I speak from my long experience as a teacher,—not that these subjects are taught in the schools but that too much time is given to them; that each of them in its turn becomes a "fad," that is, it is "done to death" for a brief season. In many schools, whole days have been given to clay modeling in order to accomplish the "show work" required by the "drawing specialist."

And this too in the upper grades where the pupils were sadly deficient in spelling and arithmetic.

Too much is attempted in music. Children in the intermediate grades are supposed to read music in all the keys, to recognize and sound the triads, and to sing the chromatic scale up and down without the aid of an instrument. This wrestling with difficult problems in music by young pupils inspires them with little love for it, and defeats the ends for which it was intended—rest and recreation.

These studies in the school course are to the discreet, philanthropic teacher,—if she is untrammelled by too much supervision—powerful aids in arousing interest and enthusiasm in the dull routine of class exercises. A bright little song with inspiring words, the sketching of a leaf with all its peculiarities, the moulding of a beautiful flower form, will awaken in the child a love for the beautiful.

Superficially viewing the situation, it will appear that the teacher alone is responsible for fostering these "fads;" but on investigation it will be found that the school officials are not altogether blameless. Some one of them has a hobby—it may be sand-modeling, color-work, music, etc. The subject is agitated throughout the length and breadth of the school district: the teachers are assembled and the one subject enlarged upon; probably a series of lessons are given by a specialist.

The result is that the mind of the teacher is suddenly and strongly directed into this channel of thought, and she is far above the average if on returning to her class she can, with unbiased mind, give each subject to be taught its due time and force.

Let us still have drawing, music, and clay-modeling in the school, but let us guard against their encroachment on those studies which lay a firm foundation for the stern business of after years. J. M. S.

Let us rather use each in its place for the upbuilding of the child. "Art for art's sake" has no place in education. The Herbartian theory of Concentration throws all the light we need, for the present, upon the "fad" question. The crime of changing the child from a beneficiary into a victim, to meet the ambition of special teachers, can hardly be too severely characterized.

It is the fashion among the hopeful to say: "The age for this thing or that thing is past." What is the use of talking as though educational progress were universal, while such incidents as the following are still common:

A teacher dictated 25 words to her class. The penalty for a misspelled word was to write it 35 times. Every word wrongly numbered was to be considered misspelled. The sixteenth word was *monument*. This word was skipped by a boy who could not write rapidly enough to keep up with the dictation. He numbered the rest of the words right along, unconscious that he had omitted one. All were spelled right but there were only 24, and the last nine were wrongly numbered. The boy was judged to have failed upon ten words, and each had to be written 35 times—350 words!

It seems to me our boasted educational progress is very much of a sham. M. L.

We should have to know all the circumstances before thoroughly condemning this teacher's action. It seems on its face to bear evidence to the sheerest gradgrind. Certainly the scribbling of words as a punishment has spoiled many a child's handwriting, and the infliction of any punishment of which the child himself does not see the justice is to be questioned. The judgment of the teacher here, too, awarded poor recognition for 96 per cent. of correctly spelled words; but on this point there is a loophole through which her action is susceptible of favorable interpretation. It may have been that, for days previous to the giving of this lesson *accuracy* had been striven for, and that it was for its sake she bore so heavily upon this lad, to whom spelling may have been easy. We do not mean to pose as defending this teacher's course, but only to suggest that judgments are often more hasty than wise.

Admitting, however, that the teacher was the fossil our correspondent assumes she was, we see little reason for abating our hopefulness. The day of fossil teachers is *nearly* over.

We have had quite a discussion about the capital of Bolivia. Some books, geographies, and charts give Sucre, others La Paz. Which is right? GRAMMAR TEACHER.

La Paz is the nominal capital and the largest city. The actual seat of government is Sucre.

1. What is the correct pronunciation of Hawaii?  
2. Is there a difference in the pronunciation of Cairo in Egypt and Cairo in the United States? B.

1. Webster gives the pronunciation as Hä-wī-ō.  
2. Cairo in Egypt is pronounced Kī-rō; Cairo in the United States, Kā-rō.

The merits of Hood's Sarsaparilla is the result of careful study and experiment.

Alvan Clark & Sons, Cambridgeport, Mass., have now in process of construction two huge telescopic instruments. One is a forty-inch lens telescope, for the Kenwood observatory of the University of Chicago, and the other the Bruce photographic telescope, for the observatory of Harvard college. The lenses for the Chicago telescope are forty inches in diameter, four inches larger than the lenses in the telescope at the Lick observatory. For the other telescope Miss C. W. Bruce, of New York, gave \$50,000 to the astronomical observatory at Harvard college. It has an objective of about 24 inches aperture, with a focal length of 11 feet. The instrument differs from other large telescopes in the construction of its object glass, which is a compound lens of the form known to photographers as a portrait lens.

Round trip World's fair railroad rates from New York are as follows:

New York Central	-	-	-	\$40.00	\$30.00
West Shore & Lake Shore	-	-	-	38.00	26.50
Pennsylvania	-	-	-	40.00	30.00
Erie	-	-	-	38.00	28.00
Ontario & Western	-	-	-	35.00	28.00
Delaware, Lackawanna & Western	-	-	-	35.00	28.00
Lehigh Valley	-	-	-	35.00	28.00
Baltimore & Ohio	-	-	-	34.50	27.60

The first column of rates is for trains occupying 35 or less hours. On special limited trains there is a small extra fare charged; the second column of prices is for trains occupying 35 or more hours. Tickets good till Nov. 15, 1893. Rates vary according to train and route.

### Meetings of Educational Associations.

JULY 5-7.—West Virginia State Teachers' Association meets at Huntington.

JULY 10.—Kentucky State Teachers' Association, convenes at Louisville. Pres. Wm. H. Bartholomew, Louisville; Sec. R. H. Carothers, Louisville.

JULY 11-12-13.—Southern Educational Association. Louisville, Ky.

JULY 25-26-27.—South Carolina State Teachers' Association, will meet at Spartansburg. Pres., Dr. S. Lander, Williamston; Sec., Prof. Dick, Union.

JULY 25-28.—Educational Congress at the World's Fair.

DECEMBER.—The Oregon State Teachers' Association will convene at Portland. Pres., E. B. McElroy, Salem, Oregon.

DEC. 27.—The South Dakota State Teachers' Association will convene at Parker, S. D. Pres., C. M. Young, Vermillion, S. D.; Sec., Edwin Dukes, Parker, S. D.

DEC.—The Wyoming State Teachers' Association will convene at Rawlins, S. D. Pres., A. A. Johnson, Laramie, Wyo.; Sec., J. O. Churchin, Cheyenne, Wyo.

JUNE 29-July 3.—The S. E. A. of North Carolina, meets at Moorehead city. Pres. J. J. Blair, Winston; Sec. E. G. Harrell, Raleigh.

JUNE 22-24.—The State Educational Association of Louisiana will hold its tenth annual session in the Chautauqua Auditorium, Griffith Springs, near Ruston. Pres., Col. J. W. Nicholson, Baton Rouge, La.; Secs., D. M. Scholars, Monroe, La., and R. L. Himes, Natchitoches, La.

JUNE 27-30.—Arkansas State Teachers' Association will be held at Morrilton. Pres. A. E. Lee, Russellville, Ark.; Sec. H. A. Nickell, Ozark, Ark.

JUNE 28-30.—Brunswick Provincial Teachers' Institute will be held at Fredericton, N. B. Pres. Dr. J. R. Tuch, Fredericton, N. B.; Sec. Jas. M. Palmer, Fredericton, N. B., Can.

JUNE 30.—Georgia State Teachers' Association will be held at Gainesville. Pres. E. B. Smith, Le Grange, Ga.; Sec. J. W. Frederick, Marshallville, Ga.

### Summer Schools.

Cook Co. (Ill.) Summer Normal School, Englewood, Ill. July 10, 28. Col. Francis W. Parker, principal.

Martha's Vineyard Summer Institute, July 10, W. A. Mowry, president, Salem, Mass.

Summer Course in Languages. (Berlitz Schools of Languages. Auditorium, Chicago, Ill.) Asbury Park, N. J.

Cornell University Summer School, Ithaca, N. Y., July 6, Aug. 16. The Registrar, Cornell University, Ithaca, N. Y.

Summer Session of the Neff College of Oratory, Atlantic City, N. J., June 26, July 21. Silas S. Neff, president, 1414 Arch street, Philadelphia, Pa.

Chautauqua Assembly, College of Liberal Arts and other Schools, Chautauqua, N. Y. W. A. Duncan, secretary, Syracuse, N. Y.

Summer School, Elocution-Delsarte, July 5. Address H. M. Soper, 26 Van Buren street, Chicago, Ills.

Summer School, Greer Normal College, Hooperton, Ills., June 13. William H. Monroe, president.

The Sauveur College of Languages, Rockford College, Rockford, Ills., July 3. Address Dr. L. Sauveur, 6 Copley street, Roxbury, (Boston), Mass.

The National Summer School at Chicago, Englewood, Ills. Address Chas. F. King, manager, Boston Highlands, Mass.

Summer School for Teachers at Sherburne, N. Y., July 19. Address W. S. Knowlson, Sherburne, N. Y.

Midsummer School at Whitney's Point, N. Y., July 24, Aug. 11. H. T. Morrow, manager, Binghamton, N. Y.

Summer Session of six weeks of the National School of Elocution and Oratory, at Grimsby Park, Ont., Can., July 3, Aug. 12. Geo. B. Hynson, principal, 1020 Arch street, Philadelphia, Pa.

Vanderbilt University Summer School for Higher Physical Culture, Nashville, Tenn., June 16, Aug. 16.

The State University of Iowa Summer School, Iowa City, June 19, four weeks. Charles A. Schaeffer, president.

Callanan Summer School of Methods, Des Moines, Iowa. C. W. Martindale, president, Des Moines, Iowa.

Virginia Summer School of Methods, at Salem, Va. Opens June 25 and continues four weeks. Applications, etc., should be sent to Hon. John E. Massey, supt. of schools, Richmond, Va.

Peabody Summer School of Pedagogy, Troy, Ala. Begins August 21 and will continue five weeks.—Conductor: E. R. Eldridge, LL.D., Pres. Peabody Normal College, Troy, Ala.

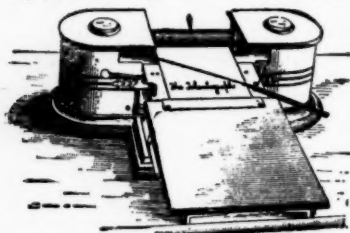
## Writing by Electricity.\*

A wonderful instrument has just been invented called the telautograph, which means a long distance writing machine. It has a transmitter and a receiver for use at the same station. An ordinary lead-pencil is used in transmitting. Near its point two silk cords are fastened at right angles to each other. These connect with the instrument, and following the motions of the pencil regulate the current impulses that control the receiving pen at the distant station.



PROF. ELISHA GRAY.

The writing is done on ordinary paper of proper width, conveniently arranged on a roll attached to the machine. A lever is so moved by the hand as to shift the paper forward mechanically at the transmitter and electrically at the receiver. The receiving pen is a capillary glass tube placed at the junction of two aluminum arms. It is supplied with ink which flows from a reservoir through a small tube placed in one of the arms. The electrical impulses, coming over the wire, move the pen of the recorder simultaneously with the movements of the pencil in the hand of the sender. As the pen passes over the paper an ink tracing is left, which is always a facsimile of the sender's motions, whether in the formation of letters, figures, signs, or sketches.



TRANSMITTER.

The number of words that can be written depends entirely on the writer, ranging from ten to thirty-five a minute. The accompanying diagram will show the electrical and mechanical features. There is also a message with the copy of it made by the machine.

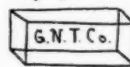
No attempt will be made to introduce it for long distances. It

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of  
work done on the Gray  
TELAUTOGRAPH.

Out hill " 1234  
In hill " 567  
1801  
abroad

We can pay you today.

These are a few lines without shifting the paper



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of  
work done on the Gray  
TELAUTOGRAPH.

Out hill " 1234  
In hill " 567  
1801  
abroad

We can pay you today.

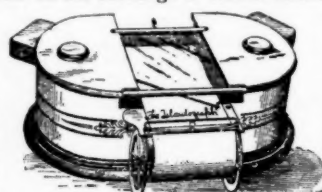
These are a few lines without shifting the paper.



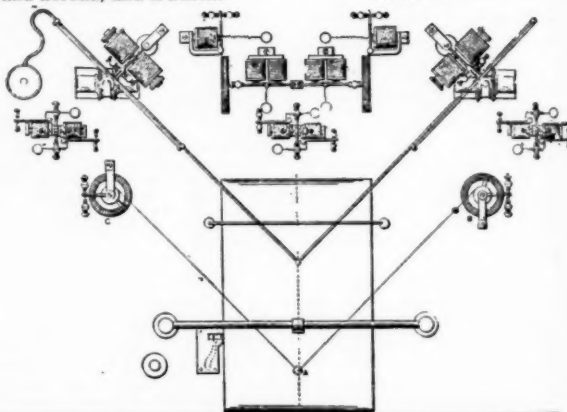
will be used between neighboring towns, between the factory and the office, to transmit telegrams from local to main offices, and for work of similar character.

Some predict that this new device will supplant the telephone and telegraph. By producing an exact copy of the original, it will greatly lessen the chances for errors. In cities and towns, the telautograph will be operated on the exchange or central station plan, in much the same manner as the telephone is now worked.

Prof. Elisha Gray, the inventor, has spent the most of his life in electrical experiment and has produced many useful inventions. He has received many honors, both at home and abroad, and is a mem-



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**HYDE'S LESSONS IN ENGLISH** (Language and Grammar) doubled in sale in 1889, much more than doubled again in 1890, gained fifty per cent. in 1891 over 1890, and thirty-five per cent. in 1892 over 1891. The present year promises a still larger gain. The books have recently been adopted by *St. Louis, Mo.*, *Buffalo, N. Y.*, and the *State of Idaho*. Better than all, they are not only giving complete satisfaction in 999 out of every 1,000 of the cities and towns where they are used, but they are said to be doing more for the better speaking and writing of English than any books hitherto used. (For proof of which see statement of results sent free on application.) We have just published **HYDE'S ADVANCED LESSONS IN ENGLISH**. For higher classes in Grammar Schools, and for pupils in High Schools and Academies who want a brief course in English Grammar.

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ber of many of the scientific societies. Prof. Gray is now nearly sixty years of age, but well preserved, and looks forward to many years of activity.

At the World's fair there will be several perfected instruments connected by coils of wire representing circuits of one mile. In the Gray pavilion at the fair will be shown samples of each of the earlier forms of the telautograph; the visitor will thus see how the machine was developed through various stages to its present condition.

\*We are indebted for the illustrations used in this article to the *World's Fair Electrical Engineering*, of Chicago.

## New Books.

*Arithmetic* is so broad a subject that teachers will welcome contributions from every quarter to the art of teaching it. The volume on this subject by Prof. W. A. Clark, we have before us, is preëminently a teacher's book. It is a comprehensive, though brief discussion of all the fundamental facts of the science. The definitions are accurate and concise and follow a definite order throughout the book. Numerous solutions are introduced to illustrate the text and to suggest forms for use in the school-room. The one who makes a study of this book cannot help but be a better teacher of arithmetic. (C. K. Hamilton & Co., Lebanon, Ohio.)

Dr. A. R. Horne, who has had an experience of nearly half a century as editor, lecturer, and teacher has written a book entitled *Common Sense Health Notes*. The book is just what the title implies—a collection of the experiences and observations of a long life regarding the very important matter of keeping well. What the great mass of readers want is a book that tells them in plain language how to avoid doing things that will cause disease and death. This is just what the author does. He treats various topics connected with hygiene, such as care of the home, sleeping, bathing, care of the different organs of the body etc. He goes further than this, however, and describes certain common diseases, their cause and treatment. It will be a particularly serviceable book for young teachers, who ought to know instantly what to do when sickness or accidents occur in school. There is a frontispiece portrait of the author. (A. Flanagan, Chicago. \$1.00.)

*The Elementary Arithmetic* included in the Normal Course in Number, prepared by John W. Cook, president of the Illinois state normal university, and Miss N. Cropsey, assistant superintendent of city schools, Indianapolis, is intended to economize the pupil's time and make the learning of arithmetic a pleasure instead of a drudgery. The book is planned on lines laid down by the new education. It presents three years' work, based upon carefully graded exercises which may be used as a means of training pupils to think, and of teaching at the same time the practical application of numbers to ordinary business transactions. Preparation for the work in this book is made by familiarizing the pupils with combinations through twenty by means of objects, and gradually freeing thought from dependence on sense repre-

sentation. Part I. is intended to cover the third year in school. Each chapter presents, in general, division and multiplication as converse processes, followed by subtraction and addition on the same general plan. In the beginning each number is viewed as a whole, divisible into equal parts, and the parts viewed in relation to the whole and to each other. The authors have assumed that when problems can be stated clearly and solved correctly there is no more necessity for pictures. In Part II. (fourth and fifth years) definitions are given in simple form. Rules are made by the pupils after the process is learned from which the rule is derived. Then are taken up common fractions, decimals, compound numbers, and percentage. The book is a most practical one and will meet with approval from the best teachers. (Silver, Burdett & Co., New York, Boston, and Chicago.)

An attempt to give the phonology, dialectology, and chronology of the English language up to date is embodied in *A Short Historical English Grammar*, by Henry Sweet, LL.D., author of several other works on philological subjects. The book is an abridgment of the historical portions of the author's *New English Grammar*. It does not include syntax because that is such a wide field; but is quite complete so far as phonology and accent, including composition and derivation, are concerned. A short history of the language is given under the heads of Old English, Middle English, and Modern English, with their subdivisions, each part of speech being traced through its various changes. This little book suffices for a beginning in this study, and as such is most helpful; if one wants to know more of syntax and other subjects the author's other works should be consulted. (Macmillan & Co., New York. \$1.25.)

The universal spread of the kindergarten has given a new and vivid interest to all that relates to Fröbel. In the selections from *Fröbel's Letters* never before published, just made by Arnold H. Heinemann, we are taken into the silent brain-chambers of the friend of children; and we see how he toiled painfully along the road pointed out by reasoning and experience before (in his simple phrase) he "found" the kindergarten. This book with its explanatory notes becomes at once a memoir and a history of the system. The principles of child-development known as the kindergarten are almost universally accepted, and the experience of the founder has for teachers and parents a strong and pathetic interest. We admire his firm grasp of principles, we are equally interested in his struggles with poverty and with the German monarchy, and we come to know and love him as if he were a near friend. (Lee & Shepard, Boston. \$1.25.)

So fierce has been the controversy over McClellan's Virginia campaign, and so many attempts have been made to cover up the facts, that it is hard to sift the true from the false. At this time, we may add, it is pretty safe to say that the reliability of a life of Lincoln may be judged by the manner in which it treats this campaign. If the biographer looks for the facts instead of trusting to the accounts of historians who have made it their business to write down McClellan he will find that at that time Mr. Lincoln made the greatest mistake of his life and was really responsible for that general's failure. Richmond was threatened. Jackson made a demonstration for the purpose of drawing away part of McClellan's army from that city. Mr. Lincoln fell into the trap, ordered McDowell to go after Jackson, and Richmond was saved. This is the view taken by John T. Morse, Jr., in his life

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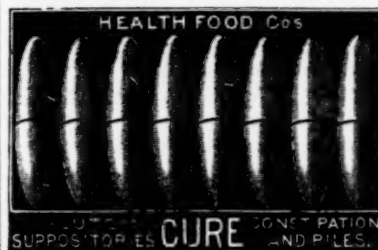
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of *Abraham Lincoln* (two volumes) in the American Statesmen series, and we believe it is the one that future historians generally will hold. At the same time there is shown in the work no lack of appreciation of Lincoln's great qualities. The life of the man who by force of intellect and character rose from the position of a humble citizen to that of president of the republic is worthy a careful study by every American youth. In these volumes Lincoln's story is told in a very attractive manner. They are bound in blue cloth with stars and lettering in gilt and gilt top. (Houghton, Mifflin & Co., Boston and New York. \$2.50.)

It is very necessary that a branch of education that is of so much use in practical life as arithmetic should be acquired in the most expeditious way; so many children leave school at an early age that their time should not be wasted on learning definitions and theories. Wm. M. Peck, author of the *Advanced Arithmetic*, in the Inductive Business Course, in its preparation had two objects in view: to train the mind of the child to acquire facility and accuracy in the fundamental use of numbers, in both oral and written work, in an orderly and natural way; and to prepare him for the daily business of life. The problems are constructed with special reference to utility and business needs, and are written in definite arithmetical language within the comprehension of the child. Each lesson consists of fifteen problems, five mental and the written. The five mental problems are similar in appearance and process of solution to the ten written ones which follow. This combination of mental and written work in the same lesson furnishes advantages which teachers will not fail to appreciate. The book is marked by the orderly and logical arrangement and the usefulness of the matter, in the choice of which excellent judgment has been displayed. The author is acquainted with

both the needs of the school-room and the business world, and has had the courage to embody his ideas in a text-book. (A. Lovell & Co., 3 East 14th street, New York. 75 cents.)

Reuben Gold Thwaites, well known as the author of several historical works made good use of a wheeling tour by writing a book entitled *Our Cycling Tour in England* from Canterbury to Dartmoor forest and back by the way of Bath, Oxford, and the Thames valley. He was accompanied by his wife and their trip was without exciting adventure, but they made good use of their eyes and ears, there were so many things to see, and they are told in such a lively, interesting way that the book is a very attractive one. He is a true wheelman, believing that that mode of locomotion is superior to any other. The book is embellished by several illustrations of buildings and landscapes. (A. C. McClurg & Co., Chicago. \$1.50.)

*THE SCHOOL JOURNAL* is published weekly at \$2.50 a year. To meet the wishes of a large majority of its subscribers it is sent regularly until definitely ordered to be discontinued, and all arrears are paid in full, but is always discontinued on expiration if desired. A monthly edition, *THE PRIMARY SCHOOL JOURNAL* for Primary Teachers is \$1.00 a year. *THE TEACHERS' INSTITUTE* is published monthly, for those who do not care for a weekly, at \$1.25 a year. *EDUCATIONAL FOUNDATIONS* is a monthly series of books on the Science and Art of Teaching, for those who are studying to be professional teachers, at \$1.00 a year. *OUR TIMES* is a carefully edited paper of Current Events, at 30 cents a year. Attractive club rates on application. Please send remittances by draft on N. Y., Postal or Express order, or registered letter to the publishers, E. L. KELLOGG & Co., Educational Building, 61 East 9th St., New York.

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